As PA transitions to the Common Core Standards, focus on the defined content in the PA Academic Standards should continue, as well as emphasis on areas derived from Common Core.

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| **Continued Emphasis** | **Specific Common Core Emphasis** |
| Comprehension Skills  (Fiction and Non-Fiction) | * Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (CC.3.R.I.3) (Introduction to ELA: Key Design Considerations) * Using text illustrations to enhance text meaning (CC.3.R.L.7, CC.3.R.I.7) * Moving beyond identification of literary elements and text features, main idea and supporting details to explaining/comparing/contrasting across multiple texts (CC.3.R.L.3) (CC.3.R.L.9) (CC.3.R.I.5) * Comparing student perspective with narrator or character’s point of view (CC.3.R.L.6) (CC.3.R.I.6) * Demonstrating comprehension through oral/written responses (CC.3.SL.1, CC.3.SL.2, CC.3.R.L.1, CC.3.R.L.2, CC.3. R.I.1, CC.3.R.I.2, CC.3.W.10) * Increasing amount of student reading (CC.3.R.L.10, CC.3.R.I.10) |
| Vocabulary Development | * Emphasizing domain-specific words, root words, multiple-meaning words, word relationships, idioms, shades of meaning among related words that describe states of mind or degrees of certainty (CC.3.L.5) (CC.3.L.4.b) CC.3.L.4.c) * Making real life connections between words and their use (CC.2.L.5.a) * Using glossaries and dictionaries (print/digital) (CC.3.L.4.d) |
| Word Recognition Skills | * Emphasizing multisyllabic words, common prefixes and derivational/Latin suffixes, grade-appropriate irregularly spelled words (CC.3.R.F.3) |
| Fluency | * Reading proficiently, with sufficient accuracy and fluency to support comprehension (CC.3.R.F.4.a) |
| Types of Writing  Quality of Writing | * Writing everyday in response to learning (CC.3.W.10) * Participating in shared research and writing projects (CC.3.W.7) * Writing opinion pieces on familiar topics or texts supporting a point of view with reasons (CC.3.W.1) |
| Research | * Emphasizing short research projects that build knowledge about a topic (CC.3.W.7) * Emphasizing gathering information from print/digital sources, taking notes, and sorting evidence into provided categories (CC.3.W.8) |
| Speaking and Listening | * Establishing agreed-upon rules for discussions (CC.3.SL.1.b) * Students collaborating in small/large learning groups about Grade 3 topics and texts (CC.3.SL.1) * Emphasizing students’ oral responses and conversations to deepen understanding of a topic or issue (CC.3.SL.1) |
| Conventions of Standard English | Foundational grammar should be taught in the context of reading, writing, and speaking.   * Emphasizing the function of nouns, pronouns, verbs, adjectives, and adverbs, regular/irregular plural nouns, abstract nouns, regular/irregular verbs, simple verb tenses, subject-verb-pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, coordinating/subordinating conjunctions, produce simple/compound/complex sentences (CC.3.L.1) (a-j) * Emphasizing commas (addresses/dialogue), quotation marks, possessives, apostrophes (contractions/possessives), capitalization (titles) (CC.3.L.2) (a-g) |
| Technology Literacy | * Using technology to produce and publish writing (keyboarding) (CC.3.W.6) |